

The Effects of Public Sector Corruption on Educational Development in Nigeria: Challenges and Alternative Measures

BALOGUN, Adekunle Daoud

Department of Social Administration and Justice, Faculty of Arts and Social Science, University of Malaya
 50603, Kuala Lumpur Malaysia.

ABSTRACT

As people are living in different communities either in form of mono or multi ethnic societies, there are factors that define differences in man and these are referred to as social factors. Social factors have great contributions in lubricating the engine of growth and sustainability of education, political economic and religious programmes in Nigeria. However, there are various contending issues to this understanding. Where social provision fails to lend support to or co-exist with educational programs, development of life in its entirety will be zero and there will either be nothing to compare and contrast or to add to the body of knowledge. Social contributions such as the family, religion, ethnicity, peer group, schools, environment, health delivery services, and economic status on one hand and the regulating unit; the institutional authority or government on the other are inevitable intervening variables that must be functioning well if sustainability needs to be achieved for education. The study looks at the viability of the factors, challenges facing the educational development i.e. reasons for success and failure and alternative measures as solution. The objectives of the study are to highlight success of the social factors towards educational development in the past. The emerging challenges inhibiting the proper functionality of those factors or any of their appendages against development. And lastly, the solutions required as alternative measures to confront the challenges in order to enhance improvement in educational development. The theoretical perspective for the study is based on structural functionalist theory. The methodology; the sampling technique is basically on secondary data collection of the available literature as well as recommendations for improvement.

Key Words- Social factors, Education, Development, Corruption, Public sector, Poverty, Unemployment

1.0 Introduction

Nigeria was granted independence on October 1, 1960 (global.britannica.com) with three regions; the North, the Southwest and Southeast regional governments. Nigeria's long-standing regional stresses, caused by ethnic competitiveness, educational inequality, and economic imbalance, again came to the fore in the controversial census of 1962–63. In an attempt to stave off ethnic conflict, the Mid-West region was created in August 1963 by dividing the Western region (Kirk-Greene, 2015). Each of the regions was practicing autonomous political government that planned and controlled all segments of public sector under the elected regional premiers with the Federal authority headed by the Prime Minister. The effective implementation of policies with adherence to the rule of law, regulations and strong commitment drive Nigeria educational sector to stages which are beneficial to the development of other sectors. The effort drove the economy successfully throughout the early period of independence till middle of 90s. Nigeria is a multi ethnic and multi religious society and according to the BBC News Africa, Nigeria is the most populous Black nation in the world (Artkin., 2007, May 13). Nigeria shared the largest population in Africa with estimated 178,571,721 million people as its current population comparing to 162.6 million in 2012 (UN Department of Economics & Social Affairs, 2014). In respect of resource endowment, Nigeria ranked the 12th largest producer of crude petroleum in the world with supply disruptions escalated in 2013 and from January to October 2013 crude oil production averaged slightly below 2.0 million bbl/day and Nigeria is the largest holder of natural gas proven reserves in Africa and the ninth largest holder in the world. (www.eia.gov). Ironically, Nigeria is one of the world poorest countries. BBC News Africa reported that 60.9% of Nigerians in 2010 were living in "absolute poverty" - this figure had risen from 54.7% in 2004 (The National Bureau of Statistics, 13 Feb, 2012).

1.1 Problem of the Study

Education in Nigeria was once an important policy in the business of governance apart from the fact that a nation must educate its citizens to become learned, knowledgeable and civilized, it is also an acknowledged means of attaining prospects; that would help the people to be relevant and maintain sustainability of resources for the unborn generations. Education in any kind, reading and writing, be it science, social sciences or arts are basic knowledge that can lead learners to be conscious of their rights and become useful tools for national development preferably with the inclusion of historical and religious knowledge. However, there is no compulsion in religion adherence but, who follows God's guiding principles will dwell in wisdom and positive thoughts. In pool of such knowledge, people with such prospects would examine and understand the challenges the nation had been confronted with in the past, try to be conscious of the present and future needs of the society. Universal primary Education started in Nigeria prior the colonial era and it continues thereafter. Ozigi and Ocho, (1981) in Hauwa 2012, Educational Policy in Nigeria... point out that in the northern parts of Nigeria, Islam was

deeply entrenched both in the religious belief and educational orientation of the people who had a uniform Qur'anic education policy. The author, in another cited work argues further that in the southern parts, each ethnic group had its own traditional form of education based on its own culture and tradition, whose aims and objectives were similar (Taiwo, 1980). Therefore, education as life investment is utterly not foreign to Nigerian society. This study explores social factors supporting educational factors. What are the challenges inhibiting proper function of the factors for educational development in the recent time? What measures proposed to address the challenges confronting sustainability for educational development.

1.2 Objective

The study proposes to:

- (1) explore social factors that support educational development;
- (2) Explore challenges against educational development.
- (3) Suggest alternative measure in form of positive solutions

1.3 Theoretical Perspectives

What is Social Factor? Social factors are those valued variables that distinguish people in relation to others in terms of life styles and status such as Religion, Ethnicity, Family, Physical attributes, Economic Status, Education, Locality (Location), Schools, Life Partner and children. In the theoretical Perspective of Structural functionalism, the concept of unity of all structures in proper functionality is the center focus. The protagonists believe that society is made up of different structures with different functions; they are working independently for achieving collective but common goals. Therefore, whatever hinders one unit of the structure or system from functioning is automatically inhibiting the rest parts or units of the system from working and thus it fails to achieve any goal or positive outcome. Functionalism sees society in the form of a human being who has each body's part works independently and collaborates with others by the help of the central nervous system to sustain the comprehensive human healthy body functional system. Fish (2005) in Wikipedia defines Structural functionalism as a framework for building theory that sees society as a complex system whose parts work together to promote solidarity and stability. According to Urry (2000) in Wikipedia argues that Functionalism addresses society as a whole in terms of the function of its constituent elements; namely norms, customs, traditions, and institutions. A common analogy, popularized by Herbert Spencer, presents these parts of society as "organs" that work toward the proper functioning of the "body" as a whole. Basically, Durkheim argued that complicated societies are held together by organic solidarity, i.e. "social bonds, based on specialization and interdependence that are strong among members of industrial societies" (Macionis, 2011).

From this theoretical framework, all variables; social factors ascribed to educational development could be seen as norms, tradition and way of life in form of prerequisites man needs to sustain educational development. These factors are not in isolation but with the institutional framework that provides, collaborates and unifies all the units to work as a system under peacefully governed and controlled environment for favourable end result therefore, all units including institutions must optimally performing well. This is the value of structural functionalism.

1.5 Methodology

This study is purely based on library research; data is sought from the secondary data findings. Facts are retrieved from the World Bank, UNESCO, Central Bank of Nigeria (CBN) and published Journal articles and Books referenced on the subject under study. Other sources are relevant online articles and online daily newspapers.

2.0 Adoption of Legality for educational policy

According to Labo-Popoola et al. (2009) reiterate that the colonial ruler administered education through ordinances and laws which include the 1882, 1887, 1916, 1926, 1948 and 1952 Educational ordinances and Regional Laws of 1954. The authors informed further that in 1954, the three regions (Eastern, Western and Northern) as well as the Federal Territory of Lagos had the power of making laws for its territory and citizens as a result of the adoption of 1954 Constitution (Labo Popoola, et al. 2009). It is observed here that the universal education scheme in Nigeria was adopted following the harmonization of "Education Law of 1955 in the Western Region, Education Law of 1956 in the Northern Region and The Lagos Education Ordinance of 1957 (Labo Popoola et al. 2009). Therefore, every Nigerian citizen has absolute rights to education except otherwise there is financial problem for the state or where the required resources are not available due to any unforeseen problems the state is confronted with within the time limit for any Nigeria to acquire education.

3.0 Social Factors Supporting Educational Development

Combination of some social factors that could positively support educational development is argued in the perspectives of sociological concepts in their collective values for a normal society. The history of higher

education in Nigeria dated back to the period of colonial era with the establishment of Yaba Higher College in 1932 marked turning the point of higher education in Nigeria to produce “assistants” who would relieve colonial administrators of menial tasks (Olujuwon, 2002). According to Fafunwa (1974) report that administration and admission problems encountered by the institution soon led to the establishment of Elliot Commission by the colonial government to examine the principles that would guide the promotion of higher education, learning and research in the colony. The report of Elliot Commission and its implementation led to the founding of the University College Ibadan in 1948. More Universities were established by federal and state governments between 1960s, 1970s and 1980s up to 1990s ranging from conventional to specialized universities (Olujuwon, 2002). Historically, Akinyemi (2013) recalled that the 1979 constitution placed education on the concurrent legislative list with the establishment of River State of University of Science and Technology (RSUST) in 1980 as the first state University. This was one bold step towards proliferation of higher institutions in Nigeria but still not adequate till private universities were being licensed in the late 90s.

3.1 Family

Family is perceived as the basic fundamental institution that forms, supports and guides society in maintaining its existence and development. Harmonization and solidarity between families and authority are believed to be playing key roles in the building of Nigerian Community and missionary schools to educate the vast growing generations. This effort is directly interpreting family’s acquaintance to the importance of development and promotion of education in Nigeria. Apart from active commitment of parents to make sure that their wards acquired education in the early 20th century in Nigeria, some parents who were from different religious backgrounds were subjected to acceptance of different ideologies in the name of education. According to Lemu (2002) Christian missionaries were allowed by the British colonial power to set up mission schools in the south from the early days, and government schools also were generally Christian-oriented. Any Muslim student in these schools would be forced to study Bible Knowledge and in most cases attend church. Conversion to Christianity was frequently a condition for admission.

Families even took part in building community schools with contribution of resources and collective self-labour in the building processes. However, many families especially the illiterate peasants were not inclined to register their children in schools to pursue primary basic education because their children’s labour services on farmlands may be missing. In the Southern part of Nigeria mostly in the Southwest, down to the South, every family regards western education as priority for their children and therefore, most of them are ready to invest as much as it demands to see that their children acquire the best education to attain commendable position in public or private sector. In this regard, family is considered as key factor that contributes to educational development in Nigeria.

3.2 Religion

Religion is perceived as system of worshipping a particular deity of individual choice in which one holds his/her belief, faith and value. There are different types of religion and in one religion; there are different denominations such as Catholic, Pentecostal and many others in Christianity but each member of a denomination attends church service in his/her denominational center or its branches. In the case of Islam, there are Sunni, Shiites, Salafis, Wahhabis and others. All Muslims are facing same direction (Kiblah) for prayer in any available mosque regardless of any of the sects owning or managing the mosque. The Jews, the Buddhism and Hinduism are other types of religion with their choice of belief and values.

Religion adherers in Nigeria are well organized. The well established religious associations secure moderate places of worship, education centers in form of primary, secondary and tertiary institutions built purposely for all applicants including those outside their religion except Arabic schools where language and religious values are given priority such as mosques Arabic schools which are not the same like Islamic schools. Among the frontline Muslim groups in Nigeria are the Ansarul-deen, Nawarul-deen, Anwarul-Islam, Isabatul-deen, Ahamadiyya Society, Nasrul- Lahi-L- Fatih (NASFAT), Qareeb Islamic Society, Alasalatu and many others. Most of them built many schools that provide basic primary and secondary education. Their educational curricular just like in other public schools were regulated by the government through the Ministry of Education. Their designed syllabuses are structured in line with contemporary educational system. They used English language as medium of expression. Islamic form of education had ever been taught in schools in the Northern Nigeria before the Christianity introduced Western education into the country. “Islamic education came into Nigeria by over 300 years before the arrival of Christian education around the 1840s” (Oghuvbu, 2007). In the study of another scholar, he noticed that Al-Majiri school system; is a variant of private Arabic and Islamic schools cater for the religious and moral development of Muslims (Oladosu, 2012). They are well known for Islamic and Arabic curriculum and the system had produced clerics, scholars, judges, religious reformers, eminent teachers and great men who are worthy of emulation particularly in northern Nigeria (Oladosu, 2012) . There is Madras- Arabic and Islamic schools built and operate by either private individual clerics or Muslim

associations like those mentioned above. Dudley 1968 in (Nasir, 2011) observed that at independence, Northern Nigeria (with over half of the country's population) accounted for less than 10% of primary-school enrolment and less than 5% at secondary-school level. Islamic became firmly established in Kano in about 1360 (Hogben and Kirk-Greene 1966) cited in (kanonline.com), and also observed that a system of education based entirely on Quranic teaching was also established in a significant part of Northern Nigeria. However, Oni (2008) in Labo-Popoola et al. (2009) argued that Northern region seemed to be comfortable with the Islamic education, so they opted out of the race for the provision of free universal primary education. So, the Northern region education was somehow retarded as most of their curriculum of education is based on Islamic studies. Hence, the region did not bother itself to embark on providing the Western education for its citizens (Labo Popoola et al. 2009). They used Arabic language as medium of expression. In some schools, the two languages were allowed and lectures delivered are in both contemporary and traditional Arabic & Islamic studies. But lately, there are many schools built and run by the government as well as individuals. Most of the private Arabic and Islamic schools had formed solid alliance, affiliations with Universities in the Middle East and North Africa countries such as Egypt, Sudan, Morocco, Tunisia, Algeria, Mauritania, Niger, Kuwait, Saudi Arabia and other Arab countries Muslims with Arabic and Islamic education are now studying in contemporary studies; arts, humanities, social sciences and scientific studies at postgraduate levels for relevance not only in the Nigerian public sector but also in other private organizations across the globe. Today, Nigeria could be proud of hundreds of thousands of Arabic and Islamic students who had finally become academicians in various disciplines outside religious or languages.

In the case of Christian communities, they have many elementary and secondary schools in form of private institution ownerships in Nigeria prior the early period of colonial rule. According to the history, Catholicism arrived in Nigeria with the Portuguese in the 15th Century. However, it had all but disappeared 200 years later despite the building of churches. Renewed mission work began in earnest in 1865 when priests arrived in Lagos but very active among the Igbo community in the south and set up schools and health facilities Catholic members was estimated to be 18.9 (15%) of Nigerian 126.1million in 2005 population (Fact files Roman Catholic, 2005, April, 1). As far back as 1921, Catholic Prefecture in the Eastern Nigeria could be proud of sponsoring 533 schools, 31,778 pupils with 772 teachers (Nwaka, 1989).

The first Anglican Missionaries arrived in Lagos from Sierra Leone in 1842, they established the Yoruba Mission. The CMS Grammar School in the Bariga district of Lagos was the oldest secondary school in Nigeria founded by the CMS Church, with the assistance of merchants and traders on 6 June 1859 with only six students destined to be clergymen at "Cotton House" on the Broad Street (History of CMS).

The Protestants alike such as Baptist Church had in "1 November, 1886 founded Baptist Academy, the very First Baptist Secondary School in Nigeria. It was officially opened on Mission Compound, Lagos, by Rev. William J. David - the missionary pastor of First Baptist Church, Lagos, with Samuel Morohundiya Harden as Principal" (Baptist Convention, 2014).

The Redeem, Cananland/Winners Chapel, Deeper life, MFM, The Apostolic Church of God have each established private universities, so protestant churches are playing roles on educational development in Nigeria. This could be partly accepted as significant consequence of the spread of Christianity in one hand and modern education in another to all areas in Nigeria. However Adamu Abdullah (2011) observed that "except the Muslim areas because up till then, the formal system of education necessary for modern development was provided by Christian missionaries who used the education as the main strategy for getting converts" (Adamu, 2011). That was part of the reasons we have many Christians in the communities located in the southern part of Nigeria. They built missionary schools and churches while the religion of Christianity was taught to their converts. Religious aides and members' contributions did help Christians to have many schools at all levels. Other religious sects may have got schools as well even though they might not being named after their religions because emigrants such as Jews, Buddhists and Hindus are living in Nigeria.

From this backdrop, there is no slight doubt that the establishment of well equipped schools are reliable evidences informing that religion did not only support educational development in Nigeria but also plant and breed provision for knowledge acquisition in all human endeavours. In the northern Nigeria alone regarding encouragement of western education, the story is far different at present as public tertiary institutions such as Kaduna Polytechnic established in 1956, Ahmadu Bello University 1962, Bayero University in 1975 are now striving only to preserve integrity and goodwill if they possibly survive extinction in competitiveness as private universities like Wukari Jubilee University, Katsina University and about 14 approved States-owned universities (Zero Tolerance, 2010), American University of Nigeria, Salem University and Al-Qalam university Katsina, all in the Northern controlled region have sprang up for excellence. They are not only established as great supplements to Federal government's inadequate and poorly funding tertiary institutions but are also performing well in the Northern Nigeria of today to make dramatic changes the into academic pursuit. Observation has it that the private universities may possibly hedge out some of the public universities if incessant industrial strikes

of the teaching and non-teaching staff of public universities are not brought to a halt or be considerably regulated. On that competitive syndrome, the winner may take all. The pathetic fast-falling standard of education blamed on the government's disrespect for academic's importance that breeds structural dysfunctionality in the education sector may truly help private universities to hijack academic monopoly market. That weakness on the part of the authority alone frustrates brilliant students from being admitted in their desired university of choice as a result of what stakeholders called 'inadequate space and learning facilities' required for marginal number of successful candidates whereas federal universities should be models of excellence for private institutions to emulate.

3.3 Ethnicity

As a social factor, ethnic diversity has greater influence in the Nigerian societal configuration as Nigeria is made up of more than 250 different ethnic tribes. Therefore, competition for supremacy as a group of people lends very adorable competitive interest to educational development. Each state or tribe is of the opinion that her group excels and becomes relevant in controlling the affairs of the state. This perception has indirectly motivated ethnical based ambitions for acquiring education for knowledge acquisition in some needed vocational knowhow for relevance and to contribute towards local advancement of states and regions. "A democracy defined by the will of the masses on the basis of equity, fairness, social justice and self-determination would make the productivity of ethnic domination less attractive" (Mustapha, 2010). But conversely, history had shown that ethnicity remains attractive because of government's inability to effectively promote nationalism in harness with self-appealing politics for ethnic integration. In the northern part of Nigeria, potential students are well acquainted with Islamic education right from their childhood stages of learning though, central government seemed insensitive to the importance of Islamic education as national policy on education was built on western education. However, the Northern Islamic scholars and handful of their counterparts in the Southwest strongly believed in religious education as fountain of divined knowledge that could help children to develop mental and cognitive learning method with love for Islamic religion and obedience for God (Allah) the creator. The Nigerians who have acquired western education are many among the people of the southern region ethnic groups as missionary schools had earlier trained them in education. Therefore, domination of public work space could be any ethnic group opportunity once the required credentials and skills are tenable on demand. The educational and professional imbalance between the northern and southern states of Nigeria was bound to have an effect on the composition of the various bureaucracies in the country (Mustapha, 2005). It is similar in the Southern part; Christian education as well teaches morality to students at their early stage of learning period. Children are taught how to read and write through Bible knowledge. Sunday school is part of weekly schedules during weekly church services. Both popular religions; Islam and Christianity have developed curriculum right from the primary through secondary schools where Islamic or Christian Religious Knowledge could be studied a course and take up as career discipline in the university education. Therefore, it was easy for all ethnic groups practicing any of the two religions to excel in their ethnic enclave with attainment of good and sustained education if determination has been effectively put into play since the beginning of independence otherwise, preference for special kind of endeavours must have accounted for deficiency in others. The preference for power domination by the northern elites through military reign of leadership by producing many military Heads of State and frontline political leaders was a sign of having priority for leadership therefore opportunity to acquire education slightly eluded them during the past decades. Therefore, this situation explains the uneven momentum in the distribution of education among the ethnic groups in Nigeria in the past.

3.4 Peer group

Partnership is an inevitable relationship in a free society where needs for progress towards greatness is competitive. Peers play greater influence in determining the current and future of children and adult alike. Some children may not be better off in their education but performance of their friends may play key role in motivating them. Sometimes, their friends may be of impeccable assistance to explain difficult subjects to them or sharing between one another some useful tools for learning. Group reading, discussion and group assignment infuse sense of belongings with tremendous improvement into average students' activities within peer groups. The need for affiliation to get along with others and be recognized in what each and every one does best improves involvement in students' interpersonal relationship. However, the researcher does not rule out emulation of bad or good habits among peers but for the purpose of this study, it is one of sociological concepts that peer groups are of immense importance towards educational development. The more positive children's educational improvement is, the more progressive educational development becomes in a society. Those (peers) who value learning can share their enthusiasms and act as mentors for those who have vague priorities for education. Students who motivate themselves in non-academic engagements can view and appreciate the choices of peer learners (education.stateuniversity.com). Cited in Simons-Morton et al. (1999), he suggests that theoretically, well adjusted students who develop a positive affiliation, or social bond, with their school are more likely to

remain academically engaged, and less likely to become involved in misconduct and other antisocial behaviors, than students who develop a negative affiliation with school (Hawkins & Weis, 1985).

Social theory by Travis Hirschi advises that heavy involvement in conventional activities leaves little time for illegal behavior. What the concept of Hirschi focuses on according to (Chris, 2007) is that Hirschi suggest" that the more attached persons are to other members of society, the more they believe in the values of conventional society, and the more they invest in and are involved in conventional lines of activity, the less likely they are to deviate. The bottom-line of the theory is that when people align and sheer ideas/beliefs and understandings among themselves, they become committed especially focusing on ways beneficial to them and distant themselves from attempting antisocial practices, social vices, high level criminal behaviours and many other misdemeanors. Where a child leaves alone or get himself isolated, such may end up in all manners of unconventional activities such as smoking, drug consumption,, absent in classes and attempt much more illegal behaviour that may finally make him a deviance or delinquent who can't distinguish between the good and the bad. Peer group is a useful social factor to education development although it is argued that it can be other way round when peers of negative behaviours are caught in interpersonal relationship.

3.5 Schools

Here is the place of learning where learners acquire education by learning new things. Education develops from here and goes to no limit in the life of those who care to learn. In schools, children are taught what they do not know and what they suppose to know. As they grow, they discover more knowledge either accidentally or through inquisitive attempt or spirit of curiosity which may lead them to find and know about what is strange to them. Curriculum in Nigerian schools are designed by the authority in charge of education at all levels in such a way that students benefit from learning things that interest them most and so develop such knowledge in achieving creativity.

In the case of scientific courses and those in humanities and arts related causes, they develop theoretical knowledge from describing, explaining and defining conceptual phenomena through their cognitive thinking and behavioural development as their physical ability empowers them to study effectively with understanding. Sigmund Freud (1958) in Isenberg & Jalongo, (2004) suggests that every child at play "behaves like a creative writer, in that, he creates a world of his own, or, rather, rearranges the things of his world in a new way which pleases him. From this point of development, the excel students divulged new ideas, creativity, discoveries, through the mainstream to support body of knowledge as means for educational development for the current and other emerging generations. In a report of sustainable educational research titled Evidence of Impact of Sustainable Education produced to support the Sustainable Schools Strategy in United Kingdom. The team of experts suggests some themes that can support sustainable improvement for educational development such as:

Improving schools for enhancing young people's learning and well-being, Bringing young people's learning experiences together, Developing young people's participation, Contributing to school, community and family life, Modeling sustainability practices, thinking and planning as these will be useful in the context of schools striving to enable learners to become successful, confident individuals, and responsible, caring citizens (Crown, 2010).

Taking cognizance of all these and get them implemented will undoubtedly develop schools and the interest of the pupils and high school students to impressively concentrate and regard schooling as their own daily business when parents have left for wherever they engage in daily activities for a living. Therefore, a comfortable learning environment with sophisticated learning materials made available for pupils' accessibility would definitely encourage improvement in the learning and understanding ability of both learners and the teachers alike for result oriented works.

3.6 Environment

A place or places man finds himself is undoubtedly having great influence over him, his activities and personality. The environment one lives works or spends leisure plays great roles in influencing one's self-concept or self-esteem. For instance, a hardened criminal imprisoned or incarcerated in a solitary prison for being guilty of criminal offence(s) such as first degree murder, felony, terrorism may have influenced his sense of remorse possibly because he was secluded for years in prison. At that moment, such a convict may gain he might have possibly gained self-motivation to learn and understand the value of good life. Favourable environment is capable of improving skills and intelligent for acquiring knowledge. Those convicts who live in the mist of other inmates may embark on repentance while sharing dialogues, interaction, ideas and encouragements towards attainment of dignity in the nearest future when sharing views among themselves about individuals' criminal experiences in mutual interactions in the prison. Environment in which people find themselves play greater role in changing man for the good or for the bad depending on situation and conditions. In the same way, striving to develop education through the learners and the instructors alike is heavily dependent on the environment such as school, home, residing locations and the caliber of people in the neighbourhood..

Family as an example of basic environment may play greater roles as well. Parents should inspect children's school assignments on daily basis and train them on proper conducts in order to add morale to intelligent development of their children for future advantages on the part of the children and the nation. Parents' ability to provide financial, moral support and discipline to encourage excellent performance at par play good environment to sustain educational development. In reformation centers for instance, some people became genius with great achievement while dwelling in an uninterrupted or silent environment where activities of daily life are perfectly scheduled with strict conformity and adherence such as in solitary confinement or prison. Empirical evidence found during a field work on studying the Nigerian public sector corruption at Kirikiri Maximum prison in Lagos, Nigeria. The researcher was officially conducted round the education and recreation facilities and witness a lot of prison inmates learning under a very conducive atmosphere while report gathered that many of the inmates scored very good grades in level 12 examinations and even secured admission into the universities in Nigeria. Most of the modern learning facilities therein were reported to have been donated by individuals, NGOs and corporate organizations such as Banks and other private companies in Nigeria. According to Andrews (2012) Sir Walter Raleigh devoted himself to science and writing, he composed his "History of the World" in 1614—and also fathered a son while serving prison sentence of 13 years. He was released in 1616 and dispatched to Central America in search of the mythical gold city of El Dorado in U S A. In the other side, some individuals turned criminals or deviants because of the environment they grow up such as in the slums an anarchic state; a lawless society, youth may pleasurable learn crimes and when there is no check, they go on killing spree for their own variety of interests. Some gifted writers and authors were able to produce quality and useful piece of books while in prison. Environment of schools support educational development for individual learners and this quality help many countries to become dependable on future educated citizens that can increase positive shift in the level of civilization as well as achieving appreciable level in intellectual development. A more interesting knowledge-investment was acknowledged when Alaric Hunt 44, was announced the winner of a debut-detective-novel writing contest titled Cuts Through Bone in 2011 while serving a life sentence since the age of 19 for murder. He was awarded a publishing contract and a \$10,000 advance for having his manuscript chosen as the best novel to win PWA First Best Private Eye Novel Competition. (Essert Matt, 2014). There is a possibility he could have neither written such a marvelous novel nor won a publishing contract with the monetary prize offer if he had been a free man. The environment he would live as a freeman, coupled with his day-to-day engagements may have distorted his inspirations and creative imagination to write such classic novel. As more as students see their peers in serious mood and among the best, the more some seriously ambitious students engage themselves in mental and cognitive learning in order to join the race of successful students so that they are not lagging behind among the excellent ones and vise versa. In this and many other ways, environment plays crucial roles in educational development of a society

3.7 Health delivery services

Is it correct to say "no health no life" and "no life no existence" of any kind? A popular saying goes thus; "a healthy man is a wealthy man". When a man is not healthy, he has no functioning system through which he can formulate ideas and deliver. Cognitive thinking to articulate on necessary plans for actualize success in particular activity may be zero as the knowledge malfunctions for realization of goals. Education requires man to be in his mentally stable sense for understanding and recognition otherwise, there will be no one to educate others and knowledge will remain stagnant where the last generation induced with functional knowledge stops. Quality health delivery service must always be readily available to serve the interest of workable, mentally and physically potential individuals while determined to acquire knowledge in schools. Therefore, it remains the unavoidable service that fuels and activates human minds and souls. In a manuscript prepared by experts who are drawn from academics and policymakers nationwide in USA titled Reconsidering Children's Early Development and Learning: Toward Common Views and Vocabulary reported to have been planned by National Education Goal Panel asserts in one of its objectives relating to the health of the school children that:

"Children will receive the nutrition, physical ability experiences, and health care needed to arrive at school with healthy minds and bodies, and to maintain the mental alertness necessary to be prepared to learn, and the number of low-birth weight babies will be significantly reduced through enhanced parental health system"

(National Education Goal Panel 95-03: June, 1995)

It should be agreed with, taking cognizance of the above objective that health condition of learners will promote excellent performance which will definitely help education developmental plan to achieve its goals for the entire nation's progress. Wherever education fails to produce resourceful learners that are capable to steer the future of the nation successfully as a result of poor health delivery, such a society should consider herself a failure and may unconsciously starts to live a life of stone-age.

3.8 Social Stratification

The steady the financial status of a man is, the happier he becomes and the more incline he is to take care of his children education and other family affairs. He would be encouraged to be supportive of developmental plan of his immediate family and the neighbourhood or community he lives in. The economic status of individual is placed in high class, middle class or working class levels depending on education and profession which are a function of income status. These social status levels also determine the environment or location individual lives and its standards. Those who are in the high level and middle class economic status live in safer and well protected neighbourhood such as government reserved areas where children are exposed to peaceful co-existence lifestyle with quality education that can possibly motivate them to pursue what they understand best as career discipline. Those in the working class live within the limit of their official financial status while poor economic status individuals unavoidably stay in ghetto or slum where low cost housing may be available including Shanty town where cost of rent is extremely low or commensurate with their income status. There is no doubt that they wouldn't be able to pay tuition bill for their children if admitted in any of the high quality schools, therefore they tend to send their children to public schools or other forms of institutions where education bill is highly subsidized by the government. They may even be forced to register their children in community and NGOs established schools in order to pay less affordable school fees for their children..

People with high economic status contributes so much influence to educational development as they help quality schools to grow and remain in business irrespective of economic situation. According to Lareau (2003, p. 5) Middle-class parents who complied with professional standard and engaged in a pattern of concerted cultivation deliberately try to stimulate their children development and foster their cognitive and social skill. Many children of the high socioeconomic status individuals could be among science students who graduate and end up pursuing scientific research for technological or medical development even though one does not rule out the possibility of emerging science students amongst the brilliant children of the low income parents. Undoubtedly, the percentage of such exceptional cases might be low comparing to their counterparts from high economic status parents with cognizance to financial constraints. Therefore, high-profile personalities are indirectly from high socioeconomic status parents and they have great influence on educational development. Middle-class parents are according to Lareau, (2003, p. 4) worrying and therefore increasingly determined how their children will get ahead and to make sure their children are not excluded from any opportunity that may eventually contribute to their development.

4.0 PART II

4.1 Government: A Regulating Authority

The government is referred to as regulating unit to what constitutes social structures; it controls the political system and operates all public institutions to deliver services of necessity such as security, health services, communication, transportation, creation and maintenance of all infrastructures, operating public sector functions for proper service delivery by creating enabling environment for people to engage lawfully and peacefully in their day-to-day activities in the society. Government could be in form of democratic regime if elected by the people through free and fair election processes such as in United States of America, United Kingdom and other stable democracies. Government could said to be military regime (such as in the present North Korea, Myanmar, Guinea Bissau or Thailand. There could be a democratic or military leadership but that may even govern with tradition and values of dictator/autocrat such as those who do not allow real democratic ingredients to be freely involved in the process of government such as President Hosni Mubarak of Egypt who ruled the Arab Republic of Egypt for almost 30 years, president Gadhafi of Libya 41 years on the government and later ousted by people protest, former President Ali Abdallah Saleh ruled Yemen for 33 years and still requested for 2 more years to continue before the people's bloody protest ousted him. President Robert Mugabe rules Zimbabwe since 31 December 1987 till the present 2015, making 28 years as the president. The North Korean, Singapore, Jordan Morocco, Saudi Arabia, Cuba and many others who covert the business of leadership of the country to family members' rights. Government's primary business is to serve the citizens and every other people living within the sovereign territory of a country by protecting lives and properties and maintaining peace and tranquility.

In a situation the government fails to perform its lawful and statutory duties to the utmost expectation, system becomes impaired, lawless and chaotic. Then people move vote of no confidence against the government even though the people have initially surrendered their sovereignty to the government which influences any authority to define itself as government. When it fails to perform however, protest ensues in which people may call for withdrawal of sovereignty in order to regain freedom. At this juncture, the government becomes unpopular and loses grip of power and authority especially when the nation is fragmented, some aggrieved citizens result to militia group with use of military power to oust the government. Lawlessness in this manner emanates from the weaknesses of the government when it is not accountable and transparent to a point that most sections of the public and other stakeholders cannot trust the authority. In such a situation, all the factors

supporting education empowerment and development in other sectors may not be realized. One of the foremost reasons that bring about such situation is corruption in the public sector when every citizen sincerely contributing to the nation building begins to feel being cheated by the government he voted into power. Another important factor for revolt by the citizens against the authority happens if complaint such as marginalization, exclusion is systematically being practiced by the government or when some ethnics embarked on struggle for autonomy are included in reasons for revolt.

Corruption does not exist by itself, there are fundamental reasons that initiate its gradual practices in any society and when it is not openly and sincerely confronted with necessary legal framework, it then triggers to a systemic form. That is stage when the whole world may see it as epidemic form of problem for any society under the threat of such phenomenon. Nigeria, the most populous African nation (Bever, 20 October, 2014) has fallen into the depth of deepest gulf of corruption which makes its political, economic, social and cultural systems repeatedly malfunctioned for many years in the history. The effect of public sector corruption in the Nigerian has adversely affected economic and social status of Nigerians and its spill over to education and other sectors of the economy. The country could no more pretend with this problem in isolation when Ajayi (1989) asserted that advanced knowledge of political science was more of a game of mischief, which has reduced education to catchphrase, bait and mere propaganda. Though the assertion made here may not be a true reflection of preferences for education by the politicians in the developed countries such as USA, United Kingdom Australia, Singapore, Sweden and others countries identified as corruption free nations. In 2002, World Bank study shows that in the countries like Kenya and Nigeria, bribes accounts for between 8 and 12 %of the GDP (Clay, 2004; Nwabuzor, 2005). The report found that world spends some 1 trillion of bribes each year, it is worth a total of 3% of the GDP of the nations of the world (Nwabuzor, 2005). Bribery and corruption endanger the world economy and it is having devastating impact on sustainability of the present and the future generations. Nigeria corruption perception index is one of the worst in the world history of corruption for many decades and there has not been cheerful improvement till the recent time. Transparency International; the most active organization that measures and ranks countries based on corruption has all the years round scored Nigeria very low for corruption. Nigeria was ranked the most corrupt country in the world in 2000. A survey, 2years later found that almost all Nigerian firms pay bribes in some form ranked as 101position out of 102 countries and 132 position out of 133countries assessed on public sector corruption. Study shows that

Policemen pocketing bribes at road blocks, teachers demanding settlements before granting school places, nurses extorting payments from their patients, as the regime's inability to tackle corruption became clear so, its public approval rating in this area fell between 2000 and 2003 from 64% to 24%. Potential investors agreed. Corruption has so distorted Nigeria's business and investment climate the London times wrote in 2003 that only the brave or those already tainted would think of doing business there"

(Lliffe John, 201, p.204) and the corruption was the bane of the ordinary Nigerians-

4.2 Causes of corruption in Nigeria

In spite of the factors outlined above, our main contention would however be that "Nigeria is a multi-religious, multi-ethnic and multi-cultural society, which accepts differences among its peoples and has a fairly large consensus of agreeing to live together" (Jibrin and Toure, 2004). In Nigeria, many people, groups and civil liberty organizations have severally called on government to address social exclusion, marginalization that preempted prejudice complained by some ethnic minority groups. The country is expected to practice true federalism; that allows federating units with authority to independently use and sustain their resources for economic development. In such practice, the central government has the prerogative as to how resources should be extracted, transformed, managed and distributed as nation's wealth and extractive tax charges by the central authority. Therefore, study shows that each ethnic group intends to enrich itself and its people through their representative if fortunate to win government position since previous individuals indicted for corruption were either prosecuted without deciding on judgment for many years or sentenced to few months' imprisonment. Other primary causes of corruption behaviour include poor salary, poverty, inflation, unemployment, fear of financial insecurity after retirement, job insecurity, corrupt colonial administrative legacy inherited after independence among others to be addressed. All these and many of their appendages are factors causing social factors to become malfunction as a result of corruption in Nigeria. As this study is not comprehensively focusing on corruption, it shall digress to other challenges faced by education development in Nigeria.

5.0 Challenges against Educational Development

All the social fabrics that support the development of education are in disarray in Nigeria as a result of public sector corruption. This corrupt behavior in Nigeria is consequently militating against many developmental policies including education. The number of challenges emanated from corrupt behavior is as follow:

5.1 High Population of Tertiary Institutions and Low Performance

In the first place, education is expensive therefore, it is important to either being substantially financed, properly monitored to ensure attainment of international standard or not have it established at all because what is worth doing is worth doing well. The history of higher education in Nigeria dated back to the period of colonial era with the establishment of Yaba Higher College in 1932 marked turning the point of higher education in Nigeria (Olujuwon, 2002). Nigerian government promulgated enabling law to fund higher education towards producing high level relevant manpower training, self-reliance, national utility through the establishment of both conventional and special universities, polytechnics governments & private.... (Abdulkareem, Fasasi and Akinubi, 2011).

Nigeria has too many higher institutions but the standard of education is low as the qualities with which these institutions should be measured are not there however, individual Nigerian students are better off educationally from self-help. For instance, "Nigeria has 36 Federal Universities where three of them are basically for agriculture and six are for technology ("Universities of Nigeria," n. d). There are fifteen Federal Polytechnics; Nineteen State's Universities (Nigeria Muse, 2006) and there are 24 Federal, 38 State and 24 private owned approved polytechnics in Nigeria (Fapohunda, 2014). And many **National Certificate of Education (NCE)** colleges which are serving as Teacher Training Institutions but according to Alaneme (2011) who reported the news for Daily Champion Newspaper published 8 March, 2011 claimed that Private universities in Nigeria yesterday hit 45 with the presentation of provisional license to four new ones by the federal government making the total varsities in the country coming to 117.

For instance, no Nigerian University ranked among the first 1000 best universities in the world within the first decade history of QS World University Ranking organization. Although,, the University of Nigeria, Nsukka, Obafemi Awolowo University and the University of Lagos were respectively ranked 3,228; 3,263 and 3,486 in the world. While the National Open University of Nigeria (NOUN) was ranked 6,576 in the world university ranking (Kpolovie and Obilor, 2013). Education sector in Nigeria has not received the required attention from government, individuals including the roles the teaching and non-teaching officials play in their contributions. On continental based ranking for Africa, the Federal University of Agriculture, Abeokuta, which came second in the country was ranked 2,266th in the world. The nation's premier university, the University of Ibadan (UI), reputed for many firsts in the past was third in the country and 53rd in Africa (Kpolovie and Obilor, 2013).

5.2 Funding of Education

Nigeria's allocations for 2003, 2004, 2005, and 2006 financial years were 7%, 12%, 11% and 11% respectively. These rates excluded funding for the Universal Basic Education (UBE) and Education Trust Fund (ETF), which had separate allocations. (International Labour Organization, 2004-2005) The UNESCO's recommended budget for education of member states according to the Education for All Global Monitoring Report (2014) set targets for governments and donors to commit at least 20% of their budgets or 5% of their GDP to education (<http://www.unesco.org.uk>). The 11th Education for All Global Monitoring Report reveals further that:

A global learning crisis is costing governments \$129 billion a year. Ten per cent of global spending on primary education is being lost on poor quality education that is failing to ensure that children learn. This situation leaves one in four young people in poor countries unable to read a single sentence. Around 175 million young people in poor countries – equivalent to around one quarter of the youth population – cannot read all or part of a sentence, affecting one third of young women in South and West Asia. On current trends, the Report projects that it will take until 2072 for all the poorest young women in developing countries to be literate; and possibly until the next century for all girls from the poorest families in sub-Saharan Africa to finish lower secondary school

(UNESCO, 29 January, 2014).

In developed countries such as USA, United Kingdom, Australia and some other European countries, budgetary allocation for education is within or above recommended 5% of their GDP not below it in the last few years of the Dakar recommendation despite the fact that they even make provision of subsidy on some crucial goods and services to reduce financial pressure on low income earners. Undoubtedly, most of the universities that are performing excellently well on world university rankings are from these same countries. Therefore, they justified their improved financial and human capitals committed to educational research and development progress.

Table 1: An Excerpt showing some countries' Spending on Education (Total % of GDP)

COUNTRIES	2010(% of GDP)	2011(% of GDP)	2012(% of GDP)
U S A	5.4	-	-
United Kingdom	6.2	-	-
Australia	5.6	5.1	-
Austria	5.9	5.8	-
New Zealand	7.2	7.1	7.4
Ghana	5.5	8.1	-
Burundi	6.8	6.0	5.8
Nigeria	-	-	-
South Africa	6.0	6.2	6.6

Source: Modified from World Bank Group Public spending on education, total (% of GDP). Retrieved from <http://data.worldbank.org/indicator/se.xpd.totl.gd.zs>

The above Table 1 shows New Zealand with consistently higher GDP of above 7% of her GDP for education budget followed by South Africa, even Burundi and Ghana while USA and UK each has the least record for only year 2011 available for assessment. The most striking feature on the Table 1 is the outstanding performance of South Africa which is an African country 6.0% in 2010, 6.6% in 2011 and 6.6% in 2012 consecutively. Nigeria with all her resources could not provide World Bank the record of her percentage of GDP spent on the education for any of the three years understudy on demand. However, the Nigeria Education Fact Sheet prepared by the American Embassy in Nigeria shows that 8.42% of the 2012 national budget is allocated to education; which is the second largest priority in the budget (United States Embassy in Nigeria, 2012). If that information is found to be true, it is still far away from the required 5% of the nation's GDP recommended by the UNIESCO.

It is hopeful that the policy-makers in Nigeria will learn from these performances and rejuvenate education in Nigeria since the highly financed defense sector for the purpose of security has no impact but only shows persistent lost of lives and properties on daily basis especially from the insurgence of Boko Haram in the Northeast of the country. The purported alarming amount of money for military and entire security vote is technically draining the nation's treasury for years and the army even declared that they have no sophisticated weapons to fight and that is the reason they haven't been able to defeat Boko Haram. Surprisingly, there is a question mark on where the yearly \$5 billion security votes if weaponry are not available.

According to Obiageli Ezekwesili, the former Nigerian Minister of Education June, 2006-March 2007) and former World Bank Vice President for the Africa Region in a Channels Television interview on 5 October, 2013 when she was asked question on funding of education in Nigeria. She reacted by saying that

Education is the most single important instrument for ensuring social and economic mobility of your citizens. Nigeria is underfunding education. As at then (when she was a Minister of Education) Education budget to GDP, South Africa committed 7.9%, Ghana 4.4, Angola, 4.2 and Nigeria 0.79% ratio of education budget to its GDP" Worse than the funding issue was the misallocation of the investment issue. The investment in education is important but much more important is correcting current structural dysfunctionality

(Channels Television 5 October, 2013)

The insensitivity of the authority for not regarding education as the strongest backbone for economic, social, political and cultural development was empirically justified when a Minister of Education in 2006 had to bribe the Senate House Committee on Education in order for the committee to jerk up the annual budgetary allocation appropriated for education in that year. This embarrassing incident revealed that the government has no positive consideration for educational value unlike the indicted Minister of education who demonstrated to give absolute priority to education as a necessity not only for the intellectual commitment but also for the development of the nation even though his agenda was unethically portrayed by firstly bribing some legislators to do their legitimate duty.

Table 2: Nigerian Budgetary allocation to education sector 1999-2013

Dakar Framework for Action					UNESCO Recommendation in Dakar	
Year	National Budget	Government Allocation	% Govt.	% GDP	Dakar 20%NB	Recommendation 5%GDP
1999	60,549,835,647	2,700,000,000	4.46	0.04	12,109,967,129	322,979,882,848
2000	470,009,971,781	40,940,663,330	8.71	0.60	94,001,994,356	340,420,796,522
2001	894,214,805,186	63,783,776,900	7.13	0.91	178,842,961,037	350,973,841,214
2002	1,064,801,253,520	73,435,499,300	6.90	1.03	212,960,250,704	356,410,154,995
2003	976,254,543,375	75,707,827,520	7.75	0.96	195,250,908,675	393,120,400,959
2004	1,790,848,344,588	93,767,886,839	5.24	1.08	358,169,668,918	434,791,163,461
2005	1,799,938,243,138	147,835,527,799	8.21	1.61	359,987,648,628	458,269,886,288
2006	1,876,302,363,351	195,693,672,666	10.43	2.01	375,260,472,670	486,682,619,238
2007	2,266,394,423,477	221,071,774,929	9.75	2.13	453,278,884,695	518,072,811,604
2008	2,492,076,718,937	250,144,818,579	10.04	2.28	498,415,343,787	549,072,545,793
2009	2,870,510,042,679	252,204,813,495	8.79	2.15	574,102,008,536	587,286,776,365
2010	4,608,616,278,213	339,634,791,000	7.37	2.68	921,723,255,643	634,129,209,857
2011	4,226,191,559,259	393,810,171,775	9.32	2.89	845,238,311,852	680,772,689,848
2012	4,749,100,821,170	468,385,490,528	9.86	3.23	997,444,085,120	725,363,301,035
2013	4,987,220,425,601	509,039,713,761	10.21		7,026,605,925,984	Not Available
	35,133,029,629,922	3,128,156,428,420	8.28	1.69	7,026,605,925,984	6,838,346,080,027

Source:- <http://www.slideshare.net/statisense/budgetary-allocation-to-education-sector>

While recommendation for education is 20% of national budget and 5% of the total GDP, Nigerian is presently allocating below half of the recommendations. Nigeria allocation in 2013 is what should have been the allocation in 2008, it is therefore empirically established that Nigeria is 5 years behind 10.21 % of the national budget I sthe higheston the available data while its GDP' equivalent percentage is unavailable. With this trend that features from 2011- 2013 on Table 2 above shows that hope is rising for education empowerment in Nigeria. Academic Staff of University Union had down tools for several months in previous year calling for increase in salaries and allowances including funding of university education but no improvement on the side of the authority and the damage done was detrimental to the career of the committed students in the tertiary institutions. It happens in the case of primary as well as secondary schools.

5.3 Unemployment

In Nigeria, the current rate of unemployment is alarming. According to some research findings, there is a decade of strong real GDP of 6.5% economic growth, and some scholars argue that in the same period, unemployment rate continues to rise annually from 11.9% in 2005 to 19.7% in 2009, and over 37% in 2013% (Aganga, 2010; Ogunmade, 2013). With this negative, unsuitable rate of unemployment, how will the social factors be enriched to support education in Nigeria? Without being told, this situation indirectly implies that, many people must be dying from hunger because the unemployed relatives will unconditionally share a symbiotic dependence with the employed individuals in each family. However, life will be extremely difficult even for the employed as the real income will practically remain insufficient to go round the family members not to mention savings for sustainability or conservation of wealth for immediate future needs. According to Asaju et al. (2013) 37% of the unemployed in Nigerian accounts for 61 million people of the current estimated population 178.5 million Nigerians. Therefore, in relation to the total population, almost one in every three Nigerians has no job so, there is not likely to be any opportunity left for education to progress when 1/3 of those to finance education of their children have no means even to sustain ordinary household. Indirectly, it points to the fact that many pupils and students must have dropped out in schools and institutes of higher learning as a result of the unprecedented significant rate of unemployment in Nigeria. A fact findings by a United Nations agency reports that an estimated 7.3 million students annually dropout of school in Nigeria (UNICEF, 2004). Oliha and Audu (2014) report that that personal characteristic, home, finance and society were found by Ikechukwu (2000) as predisposing factors to school dropout among adolescents. Students who fail to complete a certain level or degree in education is not different to an illiterate as he/she has nothing to show as educational credential not to mention the usefulness of such knowledge to support nation building. At the moment, proof of most types of skill and knowledge is still being measured by its available certification from nationally or globally recognized institutes which must also be presented on demand. Invariably, school dropout is a negative function of

economic, social and political sustainability of any nation and is directly unsupportive of educational development of a country like Nigeria.

5.4 Poverty

This is the inability to have access to basic needs and goods of necessity such as food, housing and clothing. Naturally, accessibility to human needs is within human level of self mental, physical and financial capability including ability to search and make discovery for sustenance. No jobless parent can send children to schools as schools in Nigeria are not free of charge even the mandatory first nine years of basic education that comprises of Basic education comprises six years of primary school and three years of junior secondary school (JSS) is relatively not free. Parents and guardians pay through their nose especially in private established schools, charges are not negotiable. Therefore, for the Nigerian government to meet her target of achieving universal basic education under 2015 Millennium Development Goal (NMG) is observed to be unrealistic.

For instance, securing a job and be able to sustain it will certainly reduce vulnerability of poverty to most urban dwellers to some extent but the other side of the coin is if the job is unavailable. Some predators have hijacked links to access job availability which adds more arms to most of the unemployed. Many job-search firms or outfits have sprung up, providing recruitment consultancy services to employ new workers on behalf of corporate companies worldwide and even invest heavily in sourcing job vacancies for re-contracting jobs to professionals and manual job seekers. According to Susan Adams (2010) of Forbes quoting ITS chief, Robert Gerberg in the article titled Should You Hire a Job Search Firm argues that “career pros say that the services offered by ITS and its ilk are not worth the fees, which usually range from \$3,500 to \$5,500”. Further in the article, Jane Praeger of Ovid Inc. in Manhattan USA says she helps them (job seekers) figure out what an employer wants. Then she works with the job seeker to hone presentation skills. Praeger charges \$350 to \$500 an hour (Adams, 2010).

Employers are not obliged to hire the service of job searcher once requirement and job specification are published for potential job seekers. Loss of job or its virtual unavailability coupled with corruption that hinders job creation because it is a great stumbling block to investors and employers of labour who responsible for setback in planning improvement for poverty reduction through the provision of employment. According to NBS, (2009) as reported in the Nigeria Strategy Support Programme (NSPS 2009), the incidence of poverty increased sharply both between 1980 and 1985 from (28.1percent to 46.3 percent) and between 1992 and 1996 (42.7percent to 65.6 percent) though, there were declines between 1985 and 1992 (from 42.3 percent to 42.7 percent) and between 1996 and 2004 (65.6 percent to 54.4 percent). The report emphasized that the reduction had no impact as the number of absolute poor people is on the rise (IFPRI, 2010). One of the contributory effects to the unresolved poverty problem in Nigeria may link to what Kalama et al. (2012) posits that excessive spending on recurrent expenditure such as the huge legislators’ jumbo pay and servicing of domestic debts spent on over heads have contributed to the neglect of the higher education and other critical sectors of the economy. There is one important aspect of Nigerian politics that needs critical scrutiny to react to the argument. If recurrent and legislators’ jumbo pay is having serious toll on the government financial commitments, why not embark on reduction of the legislator’s pay? On the recurrent service of debt, it seems unrealistic as the leader of the government continue to add more to the Nigerian external loan while the government continue to spend money on irrelevant properties such as purchasing presidential jet to the tune of 4-4 jets for only presidential fleet. A lot of money hanging on with the corrupt politicians has not been collected through legal injunctions. The indiscriminate distribution of money to the potential votes before election as reported could build a nation. NGN 1 trillion equivalents of about US\$ 5.5 is reported to have been spent by the incumbent president for a second term 2015 election just for the purpose of governing the country for another 4 years. Why does the government fail to use that for job creation and social security provision so that those in the pool of abject poverty could survive? Agriculture, which is the largest employer of labour is neglected for years while poverty continue to be on increase. Is the government sensitive to the real business of governance or only sensitive to interests of the politicians?

Table 3: Nigeria Population in Poverty

Years	Nigeria's Population in Poverty
1980	17.1 million
1985	34.7 million
1992	39.2 million
1996	67.1 million
2004	68.7 million
2010	112.47 million

Source: Nigeria's National Bureau of Statistics;
BBC News Africa, 2012, February 13.

Table 3 above shows the rate of poverty along the years of study in its total quantity of the population in each year under study. The trend shows an upward increase along the years with striking quantity of Nigerians fell under poverty line in the year 2010 with over 112 million while the least was recorded in 1980 during a Second Republic under a civilian government led by President Aliu Sheu Shagari. The trends shows a small increase in the number of people living under the poverty line between 1985 and 1992 with 4.5 million while the least increase was experienced between 1996 and 2004 with a total of 1.6 million reported to have fallen into poverty line. This period was shared between the military and the regime of President Olusegun Obasanjo. The Military Head of State, late Gen. Sani Abacha /retired Gen. Abdulsalami Abubakar jointly ruled the country as Gen. Abacha died and Gen. Abdul Salami his predecessor ruled for a year under the military before handed over to a democratically elected civilian government led by President Olusegun Obasanjo (1999-2004). These are the years that the pressure of poverty was mild in Nigeria in three decades. According to the statistics, there was no indication of a decrease in the previous estimated population of Nigeria living under the poverty level but the new incomers are considerably lower in number in comparison to what the rate of the increase within each level of years under estimations. An increase in the FDI might contribute to drastic fall in poverty with a boost in telecommunication investment nationwide and agricultural investment couple with

5.5 Education of the educators

The standard of education itself in Nigeria is highly challenging owing to the level of atrocities committed by both teachers and students, needless mentioning roles played by bureaucratic policies that are unquestionably detrimental to significant effort of the academics who designed and do redesign methodologies suitable for improving the consistently falling standard of education in Nigeria. Government had in many times drawn suitable policies that can improve education to produce enough and qualified manpower not only to education sector but to all sectors of the economy. Olojede (n.d.) found that National Teachers Institute (NTI) was established in 1976 in Kaduna state as solely independent distance learning institution in Nigeria with a legal backing in 1987 to upgrade teachers for the implementation of the Universal Primary Education (UPE). The intention is probably to allow teachers to remain in service with pay while receiving training in the institute through correspondence. This policy is beneficial to teachers as they keep their job while on training to acquire more skills; it is cost-benefit and prevents reduction of teachers available for work. It looks as if the policymakers are visionary with foresight of what education will achieve in having trainers for the unborn generation in the nearest future taking cognizance of the dwindling economic situation in between late 80s and early 90s during the military regime led by General Ibrahim Babangida. That foresight that created Correspondence and Open Studies Unit (COSU) (1974) later, Correspondence and Open Studies Institute (COSIT) (1999), accomplished its benefit when the population increased. It will retained the benefit for coming generation and the Distance Learning Institute (DLI) (2004) of University of Lagos, established in 1974 to produce University graduates in disciplines necessary to meet national manpower needs in such areas as teaching, nursing, accountancy and so on (Olojede, n d).

Olayinka (2006) in Olojede (n.d.) found that not less than 1million candidates apply for university admissions every year of which the existing 74 Federal, State and Private Universities can offer admission to not more than 20% while leaving the rest to be admitted into Open Distance Learning option. Kanu & Ursula (2012) argued that the calibers of some teachers are concern, their educational qualifications are suspect; their

capabilities are questionable. Majority of the teachers produced by teacher training colleges, colleges of education and universities are not knowledgeable in their subject areas (pp. 451-463). Certificate racketeering and ineffectiveness of teachers conceive their inefficiency which does not produce quality education that can promote useful learning for students. Unethical behaviours of some teachers such as writing examinations for students, leaking of examination questions for sales are worrisome. Some teachers were found to be underperformed while some could not read and write very well. For instance in Benin city, Edo State Nigeria, at a venue where verification of certificates of primary school teachers was conducted, a primary school teacher could not read a sworn affidavit she purportedly tendered as part of her credential (Ebegbulem, 2013, August 14). This situation engenders their inability to pass onto the pupils and students alike an excellent learning method that can translate to knowledge building in the nearest future.

Some teachers hardly have enough time to cover the syllabus and instead, organize "extra lessons" with its attendant financial implications to make up for lost time (Kanu and Ursula, 2012). Some of the lecturers in the tertiary institutions have in many occasions caught coupling with their female students in exchange for promises such as compensating them with marks or high grades in examinations. Excerpt from the report of a similar scene in one Nigerian universities reads thus:

Tom Oaikhinan (The Student's Lawyer) said that after his client resisted Professor's attempt to force her, he tried to flee the scene naked, but that the other students didn't let it happen because they want to put an end to chronic problem of sexual harassment in the university. On the payment of N100, 000 (about 840 \$US) paid in cheque under duress, the student's lawyer said the Professor promised N500, 000 (about 4, 200\$US) to buy her silence and that the N100, 000 cheque was his down payment. The cheque was the student's strong evidence that the lecturer was in her room and tried to buy her silence after she protested against his antics. The cheque was given to the police in Ekpoma.

(Africa Spotlight, April 13, 2012).

Acts of indiscipline among the students is in various trends such as drug abuse, cultism and uncared attitude towards having effective preparation for active learning. In case of female counterparts, sexually attractive mode of dressing and nudity are their fashionable ethics which partly account for their rapping and irrevocable sexual demands by some lecturers. According to Ndide, as cited in (Asinya, 2012 ; Kanu & Ursula, 2012) there are multitudes of bankers, engineers, lawyers, accountants, economists to mention but a few who flaunt sexually transmitted degrees, diplomas and certificates that were priced and bought (probably with sex) rather than earned through diligent study.

All these and many identified ethical crisis have immensely contributed to fast depletion of education standard which makes the education sector producing band wagons of weak and dull graduates who may never be valuable assets for future educational, economic, social and political development of Nigeria. Therefore, where there cannot be a situation for transition or inheritance of valuable knowledge to the unborn generation, it means the educational system in Nigeria is at the edge of collapse therefore, brighter, advanced future is disappearing into the thin air of vanity. That is the last straw that breaks the camel's back.

In a distinguished lecture series delivered at Lead City University, Ibadan, Chief Afe Babalola in the middle of his lecture observed that in Nigeria "The schools are ill-equipped and teachers are poorly trained. Standard is falling in all departments." Afterword, he related a research study on state of education in West Africa saying that:

Sometime ago, University of London conducted an enquiry into the falling standard of spoken and written English in West Africa. The report was that teachers trained by the colonial masters were no doubt excellent but with independence, the regional governments were in a hurry to increase the number of intakes to primary schools without corresponding increase in the number of properly trained teachers. They found that most of the teachers were taught by teachers who were either poorly trained or untrained at all and that the standard of spoken and written English had fallen very badly. They concluded derisively that soon there would be a brand of English to be called West African English, spoken by West Africans only and understood by West Africans only. Today, students who gain admission into our universities see nothing wrong in saying that they were never taught History, Geography or Literature

(Chief Afe Babalola, 2006).

5.6 Social vices

Fraudulent crimes such as internet scam, advanced fees payments and petty drug deals committed by some Nigerians home and abroad are the results of economic situation in the country. The state of nation is not generous to most of the unemployed youth graduates. Some High school students do not get the needed encouragement from parents and guardians such as checking class-works, presented with school materials and

supported financially. They rather seek help from peers and likely end up as deviants as a result of unconscious appetite for making both ends meet. In the tertiary institutions, independent life has driven most unserious students into act of bullying co-mates and other quiet students possibly for incensitive to their financial needs, way of collecting ransom for for intimidation or just to claim self-supremacy over others. Success in these acts at college level motivates them further to try using lethal weaponry to scare people on the streets and gradually becoming Highway Robbers and Terrorists under the power of lethal weapons and gangsterism or influence of drugs.

Therefore some deviant students see nothing wrong in becoming a dropout or rusticated students after being caught for unlawful acts on campus. They engage in cyber-fraud on the internet and advance fees fraud on the social networks. They take active part in hard-drug peddling and consuming it while some poor parents failed to question the source of their children's livelihood. For instance, eleven secondary school students and a hotel manager were recently arrested in Kaduna by officials of the Kaduna State National Drug Law Enforcement Agency, NDLEA, after being caught in a hotel taking Psychotropic substances (NDLEA, 2013). Innocent individual Nigerian citizens travelling abroad are incontestably paying the price in exchange for disposition to fraudulent activities committed by some unscrupulous Nigerians home and abroad on regular basis. Nigerian citizens travelling abroad are being subjected to unnecessary suspicion, delay, humiliation through unnecessary forensic scrutiny at ports of entry and city center malls on the basis of stereotype for being Nigerians. Their suspicion is disrespectful and unselective but, alas, very magnitude or insignificant number of Nigerian youth involved themselves in these illicit acts. These are innocent people suffering for offenses they did not commit but due to the social ills perpetrated by bandwagons of unemployed youth seeking means of survival across the globe, the issue is developing to another dimension related to prejudice against all. These are some of the outcomes of the home government's weaknesses and other relevant stakeholders in guarding and protecting educational development in Nigeria

5.7 Terror

Armed robbery and terrorism are devastating criminal activities used to unleash uncontrollable terror on innocent citizens in Nigeria by taking the opportunity of the government's weakness in providing first-class security surveillance over the people and their properties. Elites and politicians are not comfortable as life becomes a misery despite shielding themselves with the bullet-proved cars and highly fortified buildings equipped with sophisticated security gadgets from the barbaric, indiscriminate waste of lives and properties embarked upon by terrorists and armed robbery groups. Students are being robbed many times right there inside their institutions or while on trips either to or from their universities during semester vacation or resumption. Massive unemployment, poverty and lack of will on the part of the government to completely phase out acts of indecency in the society are among key factors responsible for these criminal acts. As no one is an exceptional to infliction of abuse, it seems Nigerians themselves in some settlements have resulted into initiation of self-help in form of collective-security such as community policing, installation of street lights where that of public are malfunctioning, establishment of vigilante groups and adopting the use of social capitals to its fullest strength either with or without the support and approval of the authority to salvage the terrorized situation people of Nigeria found themselves.

6.0 Alternative Measures as Solution to Sustain Educational Development in Nigeria

A review on the population of Nigerian Universities poses a question that, what is the need for the quantity of tertiary institutions whose self-perceived academic values, prides and other activities are not measured up to internationally recognized height of excellence outside its borders? Conversely, Nigerian educationists and professionals are found to have been numerously employed on individual intellectual capacity to administer sensitive positions in applied scientific research studies, to carry out scientific discoveries in educational, economic, social, technological and computer projects of other countries abroad. Medical Association of Nigerians Across Great Britain (MANSAG), a UK registered charity, was established in 1997 exclusively for charitable, educational and scientific purposes (Mansag Organization website). They are predominantly Nigerian citizens. A goodwill message on the webpage reads "Every year we receive literally thousands of requests from overseas doctors for career guidance and postgraduate medical training in the United Kingdom. MANSAG is helping, supporting juniors with examination and active mentoring provided to individuals within mainstream British institutions" (Memsang website). Another report released by the Nigerian legislative House Committee on Diaspora indicates that about 77 per cent of members of the associations of black doctors practicing in the United States of America are Nigerians. There exists the Association of Nigerian Physicians in the Americas (ANPA) having twelve chapters across the United States (ANPA website). The Nigeria Nurses Association, USA (NNAUSA) was founded in April 27, 2002 (NNAUSA website). All these associations of professionals in Diaspora are contributing immensely to their country of residence and their home country Nigeria.

Hence, the blame for poor performance or non-developed education could be placed at the door-step of the think-tanks in the education sector, government and other relevant stakeholders rather than individual citizens who study under archaic and intimidating condition of some callous lecturers who demand anything favourable from students in exchange for examination grades or thesis supervision. The corruption that exists at all tiers of government exerts serious defects on education and it has come to reside permanently in Nigerian universities which inform why many Nigerian professionals travel to work abroad. The government should address these to prevent brain drain and provide the pulling factors that are attractive to Nigerians in the Diaspora so that they can contribute their expertise to the development as soon as possible.

The business of providing standardized educational facilities ranging from landing properties, laboratories and apparatus for scientific experiments, proper training of non-teaching staff, and provision of other necessary logistics for servicing education are all obsolete and government should be committed to review and renew financial commitments on them and shoulder it as undeniable responsibility. These must include the provision of enabling environment where activities of superior and formidable academic experts would thrive with consistent attention of the federal government

Nigeria will continue to strive in hopelessness for quality education as far as the federal government insists to share in the decision and politics of selecting candidate into leadership position in the tertiary institutions. Make the universities autonomous and let them generate funds through investments in various businesses including the carrying out of scientific experimental researches for locally manufacturing of materials and agricultural equipments for local use and imports to other countries in Africa and beyond. Lecturers should be partly evaluated by students through answering some questions in online Teaching Performance Rating (TPR) forms with strict confidentiality at the end of each semester. This will force some unethical behavior to disappear and thus increase quality of teaching when lecturers know that the student have the opportunity to express their own side assessment of every lecturer to the authority. Teachers should be forced to submit empirical research work each semester for publication in order to increase their efficiency, update their knowledge and add to body of knowledge as this development will empower them to be familiar with new discoveries and update their academic excellence which will benefit their students as well. .

The required budget recommended for financing education by the UNESCO is far above what Nigeria government votes for education on regular basis. The last convention in Dakar, Senegal, The World Education Forum (26-28 April 2000, Dakar) recommended that governments should ensure that at least 7% of GDP is allocated to education within five years and 9% within ten years. A close observation of the table below shows that Nigeria committed to the education sector what is far less to the recommended figure. This must be addressed as soon as possible if it is understood as inevitable option to improve educational development in Nigeria

All the socioeconomic factors mentioned above cannot perform properly on their own without being backed by the human actions designated to be in control. Therefore, those in authority, who are trained, employed individuals in the public sector should forcefully propel the nation to a level of dignified and successful transformation. Education in Nigeria has been a precious policy in the past as mentioned earlier but some capitalists, who have hijacked educational development, perfected their activities of undermining the educational progress and it has got to a ridiculous state. Most of the previous leaders who had failed to correct situation of falling educational standard during their tenure as leaders have established their own private universities in Nigeria and are now financing their own institutions attractively from every possible available resource. Therefore, it is not an understatement to say those leaders have unconsciously frustrated the effort of the past leaders such as Chief Obafemi Awolowo, Nnamdi Azikwe, Sir Tafawa Balewa and Ahmadu Bello; the Nigerian nationalists in making education a priority but instead our current elders and statesmen are aiming for their own self interests. Nigeria must sign partnership with other educationally developed nations such as USA, UK, and Australia etc to burrow up-to-date educational policies for rekindling old policies in our institutions and Nigeria should start to embark on student exchange programme in large scale particularly in medical sciences and technological researches if Nigeria hopes to level up with the rest of the world in modernity.

Many of the indicted office holders, especially in corrupt behaviours are either given pleasurable slap on their wrists in courts while some never have their cases mentioned or determined in courts for many years. Punishment meant for any particular crime is only read in the legal books without physical implementation. This is why many Nigerians believed in their observation that the policy makers are not ready to set deterrents for corruption because every public officer nurses the fear that he/she may be an experimental specimen should harsh or stringent measures proposed for immediate implementation against the bad apples in the public sector.

7.0 Discussion

The former Minister of Education in an interview granted to the Channels Television indicated that there is misallocation of investment in the education sector. The government is underfunding education when South Africa allocates 7.7 % of its GDP, Ghana which is another African country like Nigeria allocated 4.4 and Angola

allocated 4.2% but Nigeria which is the most populous nation in Africa allocated 0.79% of its GDP indicating insensitivity of the governing body to improvement of education in Nigeria.

Literature shows that there is high proliferation of tertiary institutions in Nigeria under the guide and approval of the university regulating agency itself; Nigeria University Commission. It clearly indicates that the agency perceived the crucial needs for immediate existence of alternative that can equally provide education at the tertiary level to rescue the underfunded universities and higher institutions before they become totally moribund centers for worthless higher education degrees.

The inability to fund university education appropriately by all tiers of government has given rise to social ills that involves both admitted and unqualified students to partake in social vices while regular strike of teaching and nonteaching staff of Universities, secondary and primary schools build unimpressive impact on the motivational expectation of the students and this has made many youth result to cyber crimes, robbery, cultism and end up as complete deviants.

High level corruption that plagues the public sector in totality has serious impact on education sector since process of governance is a whole system, therefore, education sector as a unit cannot sustain on its own independently without the proper functionality and linkage with other sectors. Hence, the fungus; corrupt behaviour has deeply impeded all sectors and collective function for result is frequently hampered as a result of their inability as public officials to subjugate their personal interest to the entire national economic improvement.

From this backdrop, the theoretical perspectives of the structural functionalism have shown the relevance to the objectives and statement of problem of the study. The core factors inhibiting the social variables from attaining proper functionality to support educational development as it was used to be in the country has caused disarray of harmonization of all arms of government to address the dysfunctionality of governance. The reason is that most of the government functionaries are themselves partake and indirectly constitute part of the problem through corrupt behavior. This conduct virtually make improper investment and implementation of funds issued on public projects more physically and economically transparent and so could not pass accountability test.

In conclusion, a country building its economic development on mono-product economy like in the case of Nigeria can never survive depression as world today is dynamic while unstoppable technology innovations not generous with mono-product economy not to mention diversified economy nations who are crying foul and frequently striving for survival. Nigeria needs to diversify its economy since it is highly endowed with a good number of richly marketable resources including human and social capitals to prevent likely recession in the nearest future. The resources extracted from petroleum are facing extinction gradually. Of all engines using fuel to operate, automobile accounts for larger share and electrical energy is to replace fuel in automobile on commercial scale very soon. Where will Nigeria sell billion barrels of oil extracted daily? It also needs to sincerely combat corruption and empowers the anticorruption agencies to carry out their duties without fear or favour and authority's intervention. If all these are addressed properly without leap service, Nigeria will be great again and all other African countries will have leverage to survive through economic collaborations and cooperation with Nigeria.

Nigeria should emulate UK, USA, Australia Sweden and South Africa to mention a few by not only allocating over 5% of its GDP to education alone but also monitoring implementation while rewarding the service of labour gracefully will arouse resounding motivation for all workers to become sincere and efficient especially when they see the likes of big high-profiled indicted public officers behind the bars for the crime of corruption. Most middle class in the public sector like to help themselves to any amount possible to cater for their personal financial needs since those at the top were not punished for corrupt behavior. Therefore, for Nigeria to move forward positively there must be no sacred cow under the control of corrupt behavior right from the top-down.

REFERENCES

- Abdul Kareem, A.Y., Fasasi, Y.A., and Akinnubi, O.P. (2011). Human resource utilization and internal efficiency in state-owned universities in Nigeria. *International Journal of Academic Research in Business and Social Sciences*, 1, 1, 26-34.
- Adamu, Abdalla Uba, (2011), Education in Kano: Education, Schooling and the Social Response in Kano, 1910-1985. Retrieved 20 December, 2014 from <http://kanoonline.com/jmqsl/index.php/component/content/article/38-education/73-education-in-kano>.
- Adams, Susan (26 August 2010), Should You Hire A Job Search Firm?. Retrieved 20 September, 2014 from <http://www.forbes.com/2009/08/26/job-search-firms-leadership-careers-tools.html>.

- Afe Babalola (2006), *The Dwindling Standard of Education in Nigeria: The Way Forward*. First Distinguished Lecture Series Delivered at Lead City University, Ibadan, Nigeria. Also available @ <http://www.utexas.edu/conferences/africa/ads/1531.html>.
- Afolayan, S. O. (1995). *Community Mobilization for Rural Development in Bangladesh: Lessons for Nigeria*. Ilorin: Agricultural and Rural Management Training Institute (ARMTI) In Stephen Ocheni, and Basil C. Nwankwo, (2012). *Analysis and Critical Review of Rural Development Effort in Nigeria 1960-2010*. *Studies in Sociology of Science*, 3,,3, 48-56.
- Agha Eresia-Ekei & Shagamu Saturday Eberiyeei (2010). *The Rationality of Rotational Presidency: Multi-ethnicity Hampers Smooth Educational and Political Development*. Retrieved 2 December, 2014 from http://www.ijrsre.com/Vol.,%203_1_-Eke%20&%20Ebe.pdf.
- Ahmed Amin, (2014, January 20). *Unesco wants 20 per cent of budget spent on education*. *The Dawn News*. Retrieved 5 September, 2014 from <http://www.dawn.com/news/1083667>.
- Alaneme, Erasmus (2011, March 8), *Nigeria university now 117*. *The Daily Champion*, Retrieved from <http://allafrica.com/stories/201103080664.htm>.
- Andrews, Evans (2012), *History Lists: 6 Famous Prisoners of the Tower of London*. Retrieved 20 November, 2014 from <http://www.history.com/news/history-lists/6-famous-prisoners-of-the-tower-of-london>.
- Asaju, K. et al. (2014). *The rising rate of unemployment in Nigeria: the socio-economic and political implications*. *Global Business and Economics Research Journal*, 3, 2,: 12-32.
- Asinya .O.E. (2012). *Examination Malpractices in Nigerian Schools : An Obstacle to Progress in Socialization in School Environment; Causes, Effects and Remedies*. Cross River College of Education. Akamkpa In Kanu, Success I. & Ursula, Ngozi A., (2012). *Unethical Practices in the Nigerian Educational System*. Interdisciplinary.
- Atkins, Ros (2007, May 13), *Welcome to the Most Populous Black Nation in the World*. Retrieved 10 October, 2014 from http://www.bbc.co.uk/blogs/legacy/worldhaveyoursay/2007/05/welcome_to_the_most_populus_bl.html.
- Bruce, G. Simons-Morton, Aria Davis Crump, Denise, L. Haynie and Keith E. Saylor1, (1999). *Student –School Bonding Adolescent problem Behaviour*. *Oxford Journal of Health Education Research*. 14, 1, 99-107.
- Chriss, J. J. (2007). *The functions of the social bond*. *Sociological Quarterly*, 48 (4), 689-712. doi:10.1111/j.1533-8525.2007.00097.x.
- Ebegbulem, Simon (2013, August 14), *Verification: Teacher can't read own certificate*. *The Vanguard News* (Nigeria). Retrieved from <http://www.vanguardngr.com/2013/08/verification-edo-teacher-cant-read-own-certificate/#sthash.PffH6NMp.dpuf>.
- EDIS, (2014), Retrieved 10 November, 2014 from <http://www.med.navy.mil/sites/nhoki/Patients/SpecialtyClinics/Pages/EDIS.aspx>
- Ehi-Oshio, P. (n.d.) *Reform of the Legal Framework for Quality Assurance in Nigerian Universities*. Retrieved 15 December, 2013 from <http://www.nigerianlawguru.com/articles/labour%20law/reform%20of%20the%20legal%20framework%20for%20quality%20assurance%20in%20nigerian%20universities.pdf>.
- Encyclopedia, Britannica (2014), *Independent Nigeria*. Retrieved 12 October, 2014 from <http://global.britannica.com/EBchecked/topic/414840/Nigeria/55320/Independent-Nigeria>.
- Essert, Matt (2014), *This Author Won \$10,000 For a Book He Wrote While in Jail For Murder* Retrieved 20 November, 2014 from <http://mic.com/articles/79099/this-author-won-10-000-for-a-book-he-wrote-while-in-jail-for-murder>.
- Erasmus Alaneme, *Daily Champion Newspaper*.
- Ezekwesili Obiagelu (2013, October 5), *Education: My Successor's Mantra Was to Change My Reforms Channel Television*. Retrieved from <http://www.channelstv.com/2013/10/05/education-my-successors-mantra-was-to-change-my-reforms-ezekwesili/>
- Fafunwa, A. B. (1991). *History of education in Nigeria*. (New edition.). Ibadan: NPS Educational Publishers Limited.

- Fapohunda, Olusegun (2014, October 25). List of accredited polytechnics in Nigeria with contacts and websites. Retrieved from <http://www.myschoolgist.com.ng/ng/list-of-accredited-polytechnics-in-nigeria/>.
- FEPSAN, (2011). African fertilizer Summit: Five Years After. Fertilizer Suppliers Association of Nigeria. News Letter. 3, 1-4.
- Fish, Jonathan S. 2005. Defending the Durkheimian Tradition. Religion, Emotion and Morality Aldershot: Ashgate Publishing. Retrieved 20 June 2014 from www.en.wikipedia.org/.
- Hacking, Elisabeth Barratt, William Scott and Elsa Lee, (2010), Evidence of Impact of Sustainable Schools. Crown Copyright (UK): Department for Children, Schools and Families. Retrieved 20 November, 2014 from <http://webarchive.nationalarchives.gov.uk/20130401151715/http://www.education.gov.uk/publications/eOrderingDownload/00344-2010BKT-EN.pdf>. Also available at www.teachernet.gov.uk/sustainableschools.
- History of CMS Retrieved from http://en.wikipedia.org/wiki/CMS_Grammar_School_Lagos.
- Howell, Tom Jr. (2014, October 20), Nigeria declared Ebola-free; Africa's most populous nation given all-clear by World Health Organization. Washington Post. Retrieved from <http://www.washingtontimes.com/news/2014/oct/20/nigeria-declared-ebola-free-africas-largest-nation/>.
- Ikechukwu, B.N.C. (2000). Variables that Predispose Adolescents to Dropout of Schools: Implication for guidance and Counseling. Projec to para italics M.Ed in edito. Ekpoma, Nigeria: Ambrose Ali University.
- Imam, Hauwa, 2012. Educational Policy in Nigeria from the Colonial Era to the Post Independence Period. Italian Journal Of Sociology Of Education, 1. 181-204.
- International Labour Organization (ILO) (2005), Educational Policy in Nigeria. Retrieved 2 December, 2014 from http://www.ilo.org/wcmsp5/groups/public/---ed_dialogue/---sector/documents/publication/wcms_161963.pdf.
- IMF, Fact Sheet. (2014), The International Monetary Fund (IMF) and Good Governance. Retrieve 10 September, 2014 from <http://www.imf.org/external/np/exr/facts/pdf/gov.pdf>.
- Isenberg, J. P. & Jalongo, M. R. (2004), Why is Play Important? Social and Emotional Development, Physical Development, Creative Development. Retrieved 19November, 2014<http://www.education.com/reference/article/importance-play-social-emotional/?page=2>.
- Jibrin Ibrahim and Toure Kazah-Toure, 2004. Ethno-Religious Conflicts in Northern Nigeria. The Nordic African institute 2, 2004.
- Kalama, J., Etebu, C. E., Martha, C. A. & John, S. M. (2012). Legislator's Jumbo Pay, Cost of Governance and the State of Education in Nigeria: Issues and Contradictions. Journal of Educational and Social Research. 2, 4, 73-77.
- Kanu, Success I. & Ursula, Ngozi A. (2012). Unethical Practices in the Nigerian Educational System. Interdisciplinary Journal of Contemporary Research in Business. Institute of Interdisciplinary Business Research. 4, 8, 45-464.
- Kirk-Green, Anthony Hamilton Millard (2015). Federal Republic of Nigeria. Encyclopedia Britannica. Retrieved from <http://global.britannica.com/EBchecked/topic/414840/Nigeria/55320/Independent-Nigeria>.
- Labo-Popoola, S. O., Bello, A.A. and Atanda, F.A. (2009). Universal Basic Education in Nigeria: Challenges and Way Forward. The Social Sciences. 4, 636-643.
- Lareau, Annette. (2003). Unequal Childhoods: Race, Class, and Family Life. University of California Press.
- Lareau, Annette (2003). Unequal Childhoods: Class, Race and Family. California: University of California.
- Lemu, B. Aisha, (2002). Religious Education in Nigeria: A Case Study. Islamic Educational Trust, Nigeria. Report from the preparatory Seminar held in Oslo December 7-9, 2002 (prepared by Lena Larsen and Ingwill T. Plesner, published by the Oslo Coalition on Freedom of Religion or Belief).
- Lliffe, John, (2011). Obasanjo, Nigeria and the World. New York (NY): Boydel and Brewer Inc.

- Macionis, John J. (2011), "Sociology". (Toronto: Pearson, 97.
- Mustapha Abdul Raouf, (2005), Ethnic Structure, CRISE r Inequality and Governance of the Public Sector in Nigeria Only. Working paper No. 18. Retrieve 13 December, 2014 from <http://www3.qeh.ox.ac.uk/pdf/crisewps/workingpaper18.pdf>.
- Nasir Mohammed Baba, « Islamic Schools, the Ulama, and the State in the Educational Development of Northern Nigeria », Bulletin de l'APAD [En ligne], 33 | 2011, mis en ligne le 22 mars 2012, Consulté le 27 août 2014. URL : <http://apad.revues.org/4092>.
- National Drug Enforcement Agency-NDLEA, (June 25, 2014), NDLEA Arrested 11 School Children Over Drug Abuse and Trafficking. Information Nigeria. Retrieved from <http://www.informationng.com> /2014/06/ ndlea-arrests-11-school-children-over-drug-abuse-and-trafficking.html.
- National Education Goal Panel 95-03: June, 1995). Reconsidering Children's Early Development and Learning: Toward Common Views and Vocabulary. Sha ron L. Kagan, Evelyn Moore, Sue Bredekamp (Eds).
- Nigeria Muse, (2006, December 28), Federal State and Private University in Nigeria. Retieved 11 October, 2014 from <http://www.nigerianmuse.com/2006122812222zg/nm-projects/higher-education-in-nigeria/federal-state-and-private-universities-in-nigeria/>.
- Nigeria National Bureau of Statistics. (NBS), (2007). Nigeria Poverty Assessment (Harmonized). Abuja, National Bureau of Statistics.
- Nwabuzor, Agustine (2005).Corruption and Development: New Initiative in Economic Openess and Strengthened Rule of Law, Journal of Business Ethics 59, 121-138. Doi 10.1007/s10551-005 3402-3
- Oladimeji, Debo (2014, August 16), Nigeria: Controversy over Genetically Modified Seeds. The Guardian (Nigeria). Retrieved 10 September, 2014 from <http://allafrica.com/stories/201408180894.html>.
- Oladosu, Abdul Ganiy, A. S., (2012). Arabic and Islamic Education in Nigeria: The Case of Al-Majiri Schools. World Academy of Science, Engineering and Technology International Journal of Social, Education, Economics and Management Engineering. 6, 11, 2012.
- Oliha, Josephine A. & Audu Vivian I. (2014), Counseling Against Dropout among Secondary School Students In Edo State. International Journal of Education and Practice, 2014, 2, 2, 35-41. Also available @ <http://www.pakinsight.com/pdf-files/ijep-2014-2%282%29-35-41.pdf>.
- Omonona, Bolarin T. (2010). Nigeria Strategy Support Programme. Report No. NSSP 003 conducted for International Food Policy Research Institute (IFPRI).
- Omopupa, K. T., & Abdulraheem, I. (2013) The Quality of Nigerian Higher Education and the Funding of Library Resources. Ozean Journal of Social Sciences 6, 2, 2013.
- Ozigi, A. & Ocho, L. (1981). Education in Northern Nigeria. London: George Allen and Unwin Publishers Ltd.
- Peter James Kpolovie and Isaac Esezi Obilor (2013). Nigerian universities bag ludicrous ranks in world rankings of universities. Universal Journal of Education and General Studies, 2, 9, 303-323.
- Maclean, Rupert (Ed), (2013). Achieving Quality of Education for All: Perspectives from the Asia-Pacific Region and Beyond. Retrieved from <http://www.springer.com/gp/book/9789400752931>
- Simon Egbebulum, (August 14, 2013), Verification: Edo Teacher Can't Read Own Certificate. The Vanguard. Retrieved from See more at: <http://www.vanguardngr.com> /2013/08/ verification-edo-teacher-cant-read-own-certificate/#sthash.yllY24m7.dpuf.
- State University. (n. d.), Peer Relations and Learning - Peer Relationships, Learning Motivation and Relationships, Classroom Dynamics. Retrieved 15 November, 2014 from <http://education.stateuniversity.com/pages/2315/Peer-Relations-Learning.html>
- Technical Assistance Services, United States Agency for International Development. Retrieved 2 September, 2014 from www1.worldbank.org/publicsector/.../USAIDCorAsmtHandbook.pd.
- The BBC News 13 Feruary, (2012), Forth Capital: Nigerians Living In Poverty Rise to Nearly 61%. Retrieved 5 August, 2014 from <http://www.bbc.co.uk/news/world-africa-17015873>
- The BBC, News, (1 April, 2005), Factfile: Roman Catholics around the world: The Roman Catholic Church - the largest branch of Christianity –

- says there are a total of 1.086 billion baptised members around the globe. Retrieved 214 December, 2014 from <http://news.bbc.co.uk/2/hi/4243727.stm>.
- UNESCO,(2004). All Global Monitoring Report published by Unesco on Wednesday 29 January 2014. Retrieved 6 October, 2014 from www.dawn.com.
- UNESCO, (n. d.), launches Education for All Global Monitoring Report: 'Teaching and Learning: Achieving Quality of Education for All Retrieved 2 December, 2014 from http://www.unesco.org.uk/unesco_launches_education_for_all_global_monitoring_report:_%E2%80%98teaching_and_learning:_achieving_quality_of_education_for_all%E2%80%99.
- UNICEF, (2004). The state of the world's children. Girls Education and Development, 4, 43-35.
- United States Embassy in Nigeria, (2012, January), Nigeria education fact sheet. Retrieved from <http://photos.state.gov/libraries/nigeria/487468/pdfs/JanuaryEducationFactSheet.pdf>.
- Universities of Nigeria. How Many University are there in Nigeria Retrieved 11 October, 2014 from <http://universitiesofnigeria.com/many-federal-universities-nigeria/>.
- University of Nigeria, (2014). List of all federal universities in Nigerian. From University of Nigeria website <http://universitiesofnigeria.com/category/nigeria-federal-universities/>.
- Urry, John (2000). "Metaphors". Sociology beyond societies: mobilities for the twenty-first century. Routledge. p. 23. ISBN 978-0-415-19089-3.
Retrieved 20 June 2014 from www.en.wikipedia.org/.
- USA Energy Information Administration (EIA), (2014). Countries: Top Oil Producers 2012. Retrieved 10 August 2014 from <http://www.eia.gov/countries/country-data.cfm?fips=NI>.
- USAID Final Draft. (2006). Corruption Assessment Handbook: Draft Final Report. International Government Integrity and Anticorruption
- World Bank. (2001), Combating Corruption in the Philippines: An Update. Pasig City: World Bank in Asia-Pacific Economic Cooperation: Anti corruption and Governance: Philippine Experience. Retrieved 2 August 2014 from http://www.apec.org.au/docs/06_ASCC_HCMC/06_9_1_Balboa.pdf.
- World Population Review, (2014), Nigeria Population (2014). Retrieved 20 August 2014 from <http://worldpopulationreview.com/countries/nigeria-population/>.
- Zero Tolerance, (2010). National University Commission Public Announcement: List of Approved Universities in Nigeria. The Magazine of Nigeria's Economic and Financial Crimes Commission. 5, 2.

The IISTE is a pioneer in the Open-Access hosting service and academic event management. The aim of the firm is Accelerating Global Knowledge Sharing.

More information about the firm can be found on the homepage:

<http://www.iiste.org>

CALL FOR JOURNAL PAPERS

There are more than 30 peer-reviewed academic journals hosted under the hosting platform.

Prospective authors of journals can find the submission instruction on the following page: <http://www.iiste.org/journals/> All the journals articles are available online to the readers all over the world without financial, legal, or technical barriers other than those inseparable from gaining access to the internet itself. Paper version of the journals is also available upon request of readers and authors.

MORE RESOURCES

Book publication information: <http://www.iiste.org/book/>

Academic conference: <http://www.iiste.org/conference/upcoming-conferences-call-for-paper/>

IISTE Knowledge Sharing Partners

EBSCO, Index Copernicus, Ulrich's Periodicals Directory, JournalTOCS, PKP Open Archives Harvester, Bielefeld Academic Search Engine, Elektronische Zeitschriftenbibliothek EZB, Open J-Gate, OCLC WorldCat, Universe Digital Library, NewJour, Google Scholar

